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THE BELL RINGER

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MONTGOMERY BELL ACADEMY, NASHVILLE, TENNESSEE

November, 1973

Mr. Carter Discusses MBA

(Editor's Note: On September 21, the BELL RINGER taped an interview with Mr. Francis E. Carter in his office. Excerpts from the transcription, edited for brevity, follow:

BR: What do you think should be the role of the newspaper in student life?

C: I think the role of any newspaper is to be accurate. I don't think there is such a thing as complete freedom of the press; even *The New York Times* says, "All the news that's fit to print." The student newspaper, since it's the only publication that MBA puts out—we put out no publicity whatsoever—turns out to be, whether it wants to or not, a great advertising force at MBA and at any school, I suppose, in Nashville.

BR: Will MBA bring back the literary and art magazine?

C: Well, MBA never had anything to do with it in the first place. This was a private project that Mrs. LeQuire and a group of students said they would be able to finance. Mrs. LeQuire did a tremendous job, I think, in getting together the materials. Unfortunately, of course, the student body did not support the magazine, insofar as buying it is concerned—so, of course, the school had to step in and make up the deficit.

Now *The Blue Guitar* is the third literary magazine that MBA has had since I've been here. It is inaccurate to say in the newspaper that the school never had a literary magazine and refused to sponsor it; the school sponsored the other two, but they were not as expensive

as the most recent one.

BR: What are your thoughts of duties of, and what would you like to see done in the Student Council?

C: What I would hope the Student Council would do, in representing the students and listening to the students, is also to answer the students; because most of them [the Student Council] know why you have study halls, demerits, and things of this kind. So many times, the Student Council can do a lot to build up the *esprit de corps* of the school, rather than tear it down. On occasion, this has been true.

Another thing that we would like the Student Council to do is to have every boy that enters in the fall still be with us in June. Oftentimes the Student Council can bring boys in and talk with them about their attitude, their work habits, their demeanor, like the Honor Council brings boys in when they are reported for honor offenses. This is what they do at other schools; we have done it on occasion.

BR: Do you like the increase in authority insofar as the committees that have been set up are concerned?

C: I think that's great. Now everything depends on the Student Council accepting the responsibility with the authority. They have to remember that they're not running a popularity contest. If you tell somebody to do a haircut or recommend that someone be suspended, you're not going to be the most popular person in the world.

BR: There has been a lot of discussion lately about the advisor-

advise system. We'd like to know if you think it is effective, and to what extent it is effective.

C: You know, I think that if we've helped one or two boys in the school, we've helped somebody. A lot of people say they don't think we need it [the advisor-advise system]; I think that's fine—you certainly don't have to meet with your advisor more than you're called. The idea was that a lot of people didn't like their advisor, and when we said they could change [their advisor], I don't think there were very many changes made.

BR: Do you find that any possible areas of apathy are a real problem for MBA?

C: I don't think you can say that when you have 17 National Merit Scholars; you've got tremendous interest; it seems to me, in the art program; the music program seems to be gaining more support this year; the debating and speech program has been attracting students for some time. I don't quite know how we could do as well as we do in sports and these other things if we were too apathetic.

BR: Do you see any particular areas in which you would like to see students more active?

C: I'd just say in supporting all the different things that MBA does. We do so many things now that it's hard for people to attend all the games and things of this type.

I don't know if many people are completely indifferent to what's going on around them; to me that would lead to not much contribution to MBA, wouldn't you think? When you think that we had 17 out of the 59 Merit Scholars in Nashville—there couldn't be any indifference there; somebody or other is interested in what's going on. There must be a little excitement in some of those courses. I think that if boys would get busy in these things that we have here, it would take care of any apathy.

I have noticed that the Senior Class in particular is volunteering to help me. [They say,] "What would you like to have done?" That's not apathy. "How could we help you?" That's a good sign, in the Senior Class, and I hope that it permeates to the other classes.



Game, Holiday Highlight Homecoming Weekend

MBA's 1973 Spaghetti Supper, sponsored by the Mother's Auxiliary, was one of the most successful ever, raising approximately \$12,000.

The Homecoming Queen presented at halftime of the MBA-Hillwood game was Currie Turner. Currie's court consisted of Marcia Severance and Dede Johnston. The Queen and her court were escorted by the officers of the Big Red Club, Bruce Spaulding, Jamie Cowan, and Bill Branch.

Following the game, MBA students danced to the music of Stone Free at a conbo in the wrestling room sponsored by the Big Red club. The younger members of the faculty mingled through the crowd and even tried to dance. For the second year in a row, the Big Red Club made money from the combo.

Every class received a holiday by averaging at least \$22 per student. The junior class placed first with an average of better than \$27. Much of this year's success must be given to the ticket chairman, Mrs. Joe Hutton, who instigated a new variation on awarding holidays. Any student who averaged over \$40.00 received an automatic holiday. 105 students earned their holiday in this way. A student had to sell at least \$10.00 worth of tickets to be eligible for the holiday.



The Gent tangles with Dynamite on P. 2.

Seventeen members of the senior class were named as National Merit Semifinalists for 1973-74, a near-record number for MBA. These students are in the top one half of one percent of all students in the country.

The students receiving Semifinalist awards are Chris Armour, Miller Batson, Andy Claybrook, Tim Cummings, John Elam, Eddie Gillum, Charlie Hargett, John Hines, Jody Hutton, Joel Koenig, Walter Morgan, Rupert Palmer, Thomas Pennington, Randy Sender, Ronald Sims, Marc Stengel, and John Voigt.

MBA placed first in the city and second in the state in the number of Semifinalists. Ninety percent of the nation's Semifinalists will be named as Finalists, and 3,100 of these students will receive scholarships to colleges of their choice.

PHYSICS LAB ADDED

The addition of a new physics laboratory is a major improvement at MBA.

Lack of laboratory space necessitated the new lab. It was very difficult to have both chemistry and physics experiments in the same laboratory in successive periods, since the experiments took different types of equipment.

The new laboratory, located at the site of the old wrestling room in the gym, was constructed during the past summer and is now near-

ing final completion. It was supposed to be ready for use by September 1, but late deliveries of supplies have delayed its completion.

There is some new physics equipment, but most of the equipment to be used is in the chemistry lab, waiting to be moved to its new location. There are also large boxes of furniture and sinks ready to be installed.

One of the features of the new lab is that it can be made totally dark for experiments such as optics demonstrations.

17 Merit Semifinalists Named



First row: Charlie Hargett, Ron Sims, Chris Armour, Tim Cummings, Rupert Palmer, Andy Claybrook, Jody Hutton, John Elam, Randy Sender. Second row: Eddie Gillum, Walter Morgan, John Hines, Johnny Voigt, Joel Koenig, Miller Batson, Thomas Pennington, Marc Stengel.

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Mike Callaway, Kirby Davis, Sam Fentress, Justin Milam, Steve Parman, Bob Parish, Bill Rayburn, Tommy Sweat, Lee Thornton, Mitch Walker



Political Observations

By Bob Tosh

Sighs of heartfelt relief are being passed throughout a slightly weary campus as MBA notes the end of the brief Radical Rights Revolution. One can detect a gentle passing into the comfortable complacency—or shall I say complaisance—that existed before the very rude awakening of the past year. There is a subtle shift toward the noncommittal status quo: Athletic Supporters carry on, on and off the playing fields; Studious Types intellectual and slip toward their bookish personalities; the Freak Contingent continues to grumble, but less audibly. Peace returns to the Hill.

Yet this Peaceable Kingdom is not quite so peaceable: change continues, but on a less vocal and more constructive level. There is more collective work for the good of the student and of the school, as students, faculty, and administration attempt to close ranks and to modify the outdated in the best traditions of the democratic process. Growth continues at a gentler but more earnest pace; it seems as if everyone not already cynical toward change at MBA is really trying to do something constructive.

The spirit of co-operation that has risen among some members of the student body is interesting and, in a sense, welcome. From a negative point of view, the presidents of the three upper classes—John Elam, Jimmy Chandler, and Brad Hooker—seem at worst to be mere agents of reconciliation and encouragement to those who have lost faith in the innate goodness of the MBA Gentleman. But at best, these officials—especially Chandler—could be real movers in the constructive sense: they seem conscientious and sincere in their involvement, rather than antagonistic and cynical, as much of the Student Council seemed to be last year. A friendly rapport with the administration, a good relationship with the faculty, and a kind of mandate from the student body all work to their advantage. This year, let us hope that they will work to our advantage.

Politics and change have ceased to be volatile issues on the Hill for the present time; but lest we sink into a blissful apathy, it should be remembered that there are still, and always shall be, needs at MBA that can be met in an incremental, rather than detrimental, fashion. By all means, let us work for the improvement of the school—let's just be reasonable in our why's and wherefore's.

McGovern: One Year Later

By Joel Koenig

Just one year ago in the BELL RINGER there was an article entitled "Why Vote For George McGovern?" This "guest editorial" listed twenty-two state in which McGovern could be expected to do well. Unfortunately this issue of the BELL RINGER was delayed until Election Day—much to the embarrassment of the author.

When I wrote that article, I was thoroughly convinced that McGovern's political philosophy was criteria enough to determine that he was the best candidate. In retrospect it seems that some of his ideas were not best for the country at that time. But still, many of McGovern's suggestions, such as his plan for redistributing the tax burden, should be taken into careful consideration.

On the other hand, twelve months

ago I could find little about which to praise the President, and unfortunately this situation has remained the same, if not worse. President Nixon and his financial wizards have continued to allow inflation to climb at an alarming rate. Other economic factors are not encouraging.

Just now are Nixon's foreign policies proving to be failures: the Russo-American détente must collapse with the renewed Arab-Israeli fighting. The United States and the Soviet Union cannot simultaneously support opposing nations and continue the policy of détente.

In the aftermath of Eagleton's resignation, even at the cost of some votes, he would not allow such a controversial figure to gain easy access to the presidency. In light of Mr. Agnew's recent resignation the concerned citizen must ask some questions about President Nixon. If the President did not know about Agnew's past, why was it that Nixon did not research his running-mate more carefully? If Nixon was aware of Governor Agnew's political habits, why did he condone them by asking for his nomination in both 1968 and 1972?

These past twelve months have been tragic for each citizen regardless of his political background. Hopefully the troubles of the Nixon administration will inspire a redefining of our political moral code. A government must prove itself honorable in order to deserve the respect of the people.

SOME TIME AGO (AS YOU WILL RECALL) A YOUNG STUDENT AT THIS INSTITUTION OF HIGHER LEARNING WAS SAVED FROM THE FIRING SQUAD FOR TARDY STUDENTS. HE WAS THOUGHT TO BE DEAD AND HE PLEDGED TO DEDICATE HIS LIFE TO FIGHTING CRIME, EVIL AND BASE CORRUPTION IN THE SCHOOL'S INNER WORKINGS AS ...

THE GENT



OUR HERO, THE GENT, WAS WALKING ABOUT "THE HILL," CHECKING TO SEE IF THE DEMERIT FELONS WERE SERVING THEIR TIME, WHEN HE SPIED ...



WHAT IS THIS INFAMY? SOME MANIAC WANTS TO BLOW UP THE HILL? WITH ALL THAT IT STANDS FOR? THE TRADITION THE GLORY, THE PAST? I MUST STOP THIS EVIL PERSON... WHOEVER...



SHE IS RIGHT! I AM DINAH MITE, LEADER OF F.E.M. (FEMALES WILDLY INDIGNANT ABOUT EVERYTHING MALE) AND THE HILL IS THE LAST BASTION OF MALE CHAUVINISM AND WE MUST BLOW IT UP!

AND
FURTHERMORE...

I HAD TO HIT HER... SHE WAS BEGINNING TO MAKE SENSE!

WELLLL... THE GENT SEEMS TO HAVE BEEN ABLE TO HANDLE THE SITUATION, BUT, AGAIN BUT THERE ARE STILL SOME QUESTIONS... WILL DINAH MITE RECOVER FROM OUR HEROES LEFT HOOK? WILL SHE RETURN WITH MORE OF HER ACTIVISTS? WILL THEY SING "I AM WOMAN" 2? CHECK OUT THE NEXT ISSUE OF THE BELL RINGER FOR MORE EXCITING ADVENTURES OF THE GENT!

Letters to the Editor

Hogwash, Mr. Tosh

To the Editor:

The last issue of the BELL RINGER contained an article by Mr. Bob Tosh in which he states that in the wake of last year's "abortion rights revolution," attitudes of utter confusion and apathy have become prevalent in the student body.

Mr. Tosh gives no definition or examples of the supposed "confusion"

in the minds of students; therefore, that point has no basis upon which it can stand. However, he does make an attempt to define and depict the apathy he supposes is running rampant in the school. His attempt to prove this disinterest in school affairs is as weak as the suggestion itself.

Last year's activism on the part of Student Council members not only encouraged students to become more involved in school affairs, but also led the administration to provide several media for students to do this. Evidence of this action includes the formation of several committees of faculty and students, set up to study various facets of school policy. The student-faculty committee, which now enforces school rules in this area, is an important step forward for students who now have a voice in areas of school policy that they have not had before.

Yet still remaining are Mr. Tosh's "examples" of how both administration and student activists have contributed to the apathy in the school. The contribution on the part of the administration is the cessation of publication of *The Blue Guitar*. The administration had nothing to do with the art magazine; its support and collapse were based on private contributions or a lack of them. The school would do well, however, if it would consider subsidizing this project;

for if the school can provide uniforms for football teams, and funds for the newspaper, why not an outlet for creativity? The question of how student activism might contribute to apathy is based on Mr. Tosh's assumption that the resolve supporting a season off from athletics for all high school students might damage a freshman or sophomore's involvement in MBA life. There is no probability that this "privilege" would be approved in the first place. Even if it were, there is no difference (in regard to an apathetic attitude) between a student's spending his afternoon at home or in G.A.

If possible then, let both administration and students cooperate to fulfill the spirit of last year's Student Council resolves. And let us, for the last time, lay to rest the hostility caused by the misunderstanding of both students and administration.

By Mitch Walker

On Human Awareness and Sensitivity

To the Editor:

I have often wondered what the reaction of my classmates would be if a student were to remark matter-of-factly at the beauty of the sunrise. Likewise, if he were to tell them what runs through his imagination when he looks at a certain painting which impresses him.

As I consider these situations, I ask myself certain questions. Why,

(Continued on page 4)



HOMECOMING '73



Photos by John Rebrovick



Left to right: Michael Caldwell, John Reed, Harold Crowell, and Charles Alexander.

New Teachers Join Staff

Mr. Charles Alexander, Mr. Michael Caldwell, Mr. Harold Crowell, and Mr. John Reed all joined the MBA staff this September.

A former teacher at Webb School in Bell Buckle, Mr. Alexander is a graduate of Webb and Harvard University. He is teaching biology, though he is qualified to teach any subject except foreign languages.

Mr. Caldwell received his BA from Vanderbilt University in 1968 and his MA from Peabody College in 1972. He is a member of the math department.

Mr. Crowell graduated from Louisiana Polytechnic Institute in 1963. He taught part-time for three years at MBA, then went on to teach at Peabody College. He returns to teach physics.

A 1963 alumnus of MBA, Mr. Reed graduated from the University of the South. He is a former English teacher at Ensworth School.

BELL RINGER: What do you think of the average MBA student?

Mr. Alexander: I am very much impressed because he seems to be well behaved. Now some of that may be hypocritical; the MBA student may just be trained that way and not really such a well behaved boy. But, in general, they are definitely bright and they show a lot more curiosity than a lot of the students I have had in the past. They seem to be interested in the work.

Mr. Caldwell: Overall, I am very impressed. He is a good student who seems willing to work and possesses an above average intelligence.

Mr. Crowell: Academically, very good. Probably better than the average Peabody college student. Emotionally, of course, I have more contact with juniors, and they seem quite mature. Some of the seniors need to mature a little. Disciplining is pretty good, but academically, very good.

Mr. Reed: I believe the MBA student today is much more enlightened or aware than the student of my day. He seems to be much less apathetic toward matters such

as politics and I believe this will help him in college. I also believe he has a legitimate concern for the school and is overall very energetic.

BELL RINGER: Do you think that there is too much pressure put on the student?

Mr. Alexander: I have not been here long enough to know. I do not think that I put too much pressure on the student; I try to avoid that. You can drive students sort of bananas.

Mr. Caldwell: Quite a bit so because students in my classes are more grade conscious than they should be. I am not sure that it is not so much the faculty as the parents who are putting this pressure on the student. However, I think it's good that the parents or faculty care about the students enough to put this pressure on them.

Mr. Crowell: I think that part of the pressure is self-generated, for example, on themes putting them off to the last night. It is kind of fun to cry and moan about how terrible that is. If it were really so terrible, everybody would get busy and do it before the day it was due.

Mr. Reed: I think the students create pressure for themselves. I do not think the superstructure holds too much pressure.

BELL RINGER: Do you think they create their own academic pressure?

Mr. Reed: I think to a large degree they do.

BELL RINGER: How so?

Mr. Reed: Put-offishness. Trying to do a marginal amount of work when they know it results in a marginal grade. But as for the school acting as a pressure organism, I have not seen it as yet. I believe you have to come to grips with the way a course is being taught and plan for it.

BELL RINGER: Is the average MBA student a "grade grubber?"

Mr. Alexander: A lot of them are; that would be a fair assessment. Certainly they are very grade conscious, which most students are. I wish they were a little bit less so.

Mr. Caldwell: Definitely. I hate to sound corny but the students should be more concerned about what they are learning than what

grade they receive. But being as honest as I can, I do think it is a way of life at MBA and considering the intelligence of the student body, parents and faculty, one cannot avoid competition.

Mr. Crowell: Not really, most of the students seem pretty concerned about getting good grades but they seem to have a great deal of confidence that a good grade indicates a high level of both knowledge and understanding. I think that they have probably had good experience with reasonable exams, reasonably evaluated by the faculty. Everybody will always try to get a couple points on a test. It is really not bad. I have been a little bit surprised by it since privilege list and things like that are so important to students.

Mr. Reed: Yes, I think there is a general concern for grades over content. But by the same token, a great many students I have seen do not seem to care, or if they do care, they care to the point of making a 70 and not beyond. So I think it depends on the individual student more than anything.

BELL RINGER: Do you think the students think about grades more than they should?

Mr. Reed: Yes, I think there is a general concern for grades over content. But by the same token, a great many students I have seen do not seem to care, or if they do care, they care to the point of making a 70 and not beyond. So I think it depends on the individual student more than anything.

BELL RINGER: Do you think it gets to the point where students come to school to get a grade, not to learn?

Mr. Alexander: In some cases it definitely would be, there is no question. That is one of the major problems with our whole educational system, that it is geared that way. The kids are trained that way, do this and we will give you an apple, an award, a grade. It is the same thing with some experimental mouse in a laboratory who gets a piece of cheese when he pulls the right lever. It is the same kind of training that goes on in our educational system. I wish we could get away from it. I wish we could somehow start kids in the first grade being self-motivated. Then perhaps when we get to high school we would not have to give them grades. But there is not much MBA can do about that because by the time students get here they have to be given tests or they will not work. It is just one of the fundamental problems that is hard to change.

BELL RINGER: How do you think MBA in general could be improved?

Mr. Alexander: So far I have been very much impressed with the school. I do not have any complaints as of yet; maybe I have not been here long enough to see something. It is a very easy place to teach. I do not really see too much room for improvement. It is a very ordered society; the kids have places to be at all times and it is quite a transition to go to college.

See Bill Carpenter at

Everett Holzapfel

Shop For Men

Belle Meade Plaza

or

Fourth and Church

7th Graders Give Impressions of MBA

The BELL RINGER is pleased to present once again those incisive commentaries on various facets of the school, formulated by our youngest students. These are excerpts from paragraphs the seventh graders composed on their first impressions of MBA.

"I have no impressions."

"Where's some members of the opposite sex of my own peers?"

"On my first theme, I thought I had done pretty good, but I got a goose egg."

"My biggest surprise and probably my greatest delight was Mrs. Bowen and Mrs. Carter."

"When my class was doing one of the little contests, I got so mad at Mrs. Bowen, I almost threw a chalk eraser."

"After I realized I wasn't going to have an ulcer, things began running smoothly."

"The teachers are stricter."

"MBA has a fine campus and their honor system is splendid."

"The lunchroom is scrappy. The food is probably made in the chemistry lab."

"Lunches are very good. Their pie is best."

"In English Mrs. Bowen really has us bombed out."

"I just love the Patrick Wilson Library."

"The work is hard./the food is high./the chair is electric,/but the students don't like."

Letters to the Editor (cont.)

for instance, it is not socially acceptable for a person to recognize the infinite beauty in this world and then relate his feelings about it to others? Why are so many people afraid to confess their faith in God to their peers? Along the same lines, why can one not laugh out loud when he is happy or cry in public when he is grieving?

More than at any time in history, people are living in an automated, impersonal world. If a student at MBA doesn't believe that this situation affects him, he needs only to be reminded of his average days at school: he spends his time taking notes on lectures from which he will be tested. When he does his homework, he generally does exactly what is required of him; very rarely is he so personally involved in his courses that he indulges in extra study.

When a person spends his life in this monotonous routine of doing

only that which is necessary, it is no wonder that he begins to question the value of school, the value of work, and, ultimately, the meaning of life. It is only when he lives life to its fullest—trying every day to grasp more and more meaning in each little thing he does—that he can truly enjoy living.

Every human being is faced with the priceless choice of making his own life what he wants. He can make life a drudgery by constantly following the crowd, or he can make life an adventure by exploring its myriad pathways. To do this, however, one must overcome the opposition of an indifferent, impersonal society. If, in the end, he is able to succeed in this emotional struggle, he can become a truly creative, sensitive person. He may even be able to discover thoughts about himself, and thoughts about others, simply by going out of his way to look at that beautiful sunrise or that painting that intrigues him so much.

By Baird Dixon

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An Interview With Alumnus-Author Joe Howell

By Mitch Walker

Joseph T. Howell, class of 1960, has written a revealing study of a white working-class neighborhood in Washington, D.C. **Hard Living on Clay Street** is his sociological analysis of the blue collar worker living in or near ghetto areas.

After graduating from MBA and Davidson College, Mr. Howell attended Union Theological Seminary in New York. He then went to the school of City Planning at the University of North Carolina. It was at UNC that he was chosen to be participant observer in a study, funded by the National Institute of Mental Health, of a blue collar community, Clay Street, in Washington. He lived there for one year with his wife and son, and they all participated in the community. Mr. Howell spent the following year incorporating his observations and experiences into his new book.

Following are excerpts from an interview the BELL RINGER conducted with Mr. Howell when he was in town several weeks ago.

BR: Why was this study of the blue collar worker undertaken?

Howell: The school of City Planning at UNC had undertaken two previous studies of ghetto communities in the late 1960's. And there was a feeling around 1969 that there was very little known about the blue collar worker, especially those lower income whites living near ghetto areas. So the National Institute of Mental Health funded UNC to undertake this study.

BR: Why was one small neighborhood like Clay Street chosen to be the subject of research dealing

with the entire spectrum of lower income whites in America today?

Howell: It was thought that if we could begin to understand how neighborhoods like this function, how the people in this community live, and how they face problems, we would then be better equipped to address those issues encountered by people like this all over the country.

BR: How do you feel that your book differs from other studies of the blue collar worker?

Howell: Practically all studies of this type are concerned with the blue collar ethnic worker, who lives in a large, industrial city and holds a steady job, in many respects the Archie Bunker stereotype.

The families on Clay Street, however, are very different from this. They have unstable families, are heavy drinkers and lead very intense, episodic lives. This hard living approach to life was very different from what you would find in the literature. I think that this is one of the contributions this book will make: showing us that the spectrum of our society is much more diverse than many of us have admitted.

BR: You characterize this type of low-income blue collar worker as "hard living." What traits pertaining to this did you observe in these people?

Howell: There are seven main ingredients which seem to me to represent the lifestyle that I call hard living: Unstable marriages, heavy drinking, rootlessness—no real ties to one home, political alienation from the system, a strong sense of individualism, toughness,



and a present-time orientation to life.

BR: The situation in which you describe these people living seems an almost poverty-stricken one. Is this relative to their not making an effort to better themselves, or is it due to fault for not providing them an opportunity?

Howell: These are people who, for one reason or another, do not have many of the opportunities that a boy at MBA has. I like to think that this is not totally their own fault, that the way that society is organized and the way opportunities are distributed put these people at a disadvantage. Education is one area in which these people have a very low achievement record. The average boy at MBA is sure he will go to college, but most of these people do not even consider that an option. One of the reasons education is poor is that these families move around so much trying to find work.

BR: Do you think that the coming generation of these lower class

people will have a chance to move up in the world?

Howell: This is a kind of self-selection process. Families that make sacrifices can help their children better themselves. There are some who can not take advantage of what little education there is, but more important, some are denied this advantage.

Even the most poverty-stricken parents wish the same for their children as your parents wish for you. And this is one thing I am very sensitive about: people tend to generalize and say that if these people missed an opportunity, it is their own fault. But because of their problems, some of these parents cannot motivate their children; and the children, like their parents when they were younger, cannot move out of their lower class situation. From this comes another thing I hope to accomplish in my book: to sensitize professional people and social workers to the problems these people face and the restrictions society places on them.

BR: You portray these hard living families as very humanistic, even though they are mired in an almost hopeless situation of day-to-day uncertainty about their lives. How do you formulate this observation?

Howell: These people are very intensely personal, with a tremendous amount of integrity and pride, in spite of all the hardships they face. Put yourself in this situation: if you were uncertain about the near future, did not know how long the small amount of money you had would last; and you found yourself evicted from your house, could you bounce back? This is what these people must live with—they have to bounce back. And yet they can still retain their pride.

BR: How do you think the upper and middle classes of our society view the lower blue collar worker?

Howell: I feel that there is a tremendous amount of contempt on the part of upper and middle class whites toward their lower class counterparts. You have heard the word "redneck" and all the connotations that this term involves. Think about it when you hear that word used. It is a very disparaging term and implies a kind of condescension on the part of user.

People like those on Clay Street are the ones that are labeled "rednecks." Yet they, too, are human beings with problems, aspirations, and desires that the rest of us have.

BR: Having experienced both the conservative private education at MBA and the learning process of living and working in these impoverished communities, do you observe any shortcomings in the type of education at MBA?

Howell: The only shortcoming is the fact that you are really not exposed to the realities of society, and even the grim realities of your own city. There are a lot of social problems that you go through four years of high school at MBA not even being aware of. I think that this is a very important part of education: knowing what the world is all about, that knowledge is not just in books.

BR: What advice would you give to someone at MBA who would like to write a study comparable to yours, or to aspiring literary geniuses in general at MBA?

Howell: I think you should just be yourself and try to write about what you know; and the whole point is to communicate as simply and vividly as possible. I still go back to things I learned from Mrs. Lowry, one of the most dominant influences in my own writing, in understanding what communication is all about.

Armchair Moviegoers Guide

Recent Films Reviewed

The following films seen recently are graded, with comments, on a five-point scale, as follows:

- 5—extremely good
- 4—good
- 3—fair
- 2—poor
- 1—no recommendation

As the time involved in printing this paper precludes the possibility of seeing these films "first run," it is hoped that the recommendations will be useful in determining which movies to see in two years on television.

A TOUCH OF CLASS—4. A quick, witty, and sarcastic film with fine acting and a well-written script. It is the tale of a neophyte, sordid, and married American man who takes up a super-serious English divorcee as his mistress and is faced with the question of whether he loves her enough not to give her up. Extremely funny.

LADY ICE—1. A poor combination of acting, plot and script. Donald Sutherland poses as a detective trying to break up a jewelry ring while looking closely after Jennifer O'Neill (and who wouldn't) who is involved in the ring. The movie is very boring, ambiguous, and not the least bit funny.

HARRY IN YOUR POCKET—2. A definite must for anyone attempting a career as a pickpocket. There is no plot at all, but there are some good views of pickpockets in action in an otherwise lousy movie.

THE CLASS OF '44—5. One of the funniest movies we've ever seen; it kept us laughing even after it was over. Behind all the lunacy, and almost overlooked, there is a tender, human quality. Good young actors shine in their return to the screen following "The Summer of '42."

JEREMY—3. A crazy love story of a 16-year-old boy who falls in love for the first time. Almost too much of the film is wasted as Jeremy tries to gain the girl's attention in this movie which was voted most popular in the International Film Festival in Cannes. The two young stars do an outstanding job, especially Robby Benson as Jeremy.

BANG THE DRUM SLOWLY—4. Good film but not on same level as "Brian's Song," to which there is a striking similarity. Good acting by Michale Moriarty and Robert de Niro, but support is weak. Great camerawork.

WALKING TALL—4. A true story about Buford Pusser, well-known Tennessee sheriff. Although very violent in many scenes, there are humorous segments (the scenes with the judge and the black deputy are the best). This movie is not recommended for those who are easily affected by violence. It is rated R.

ADDENDA. In the last issue of this paper, **SOUNDER** and **PAPER MOON** were rated 4. We have since noticed a striking similarity between these films and, respectively, **THE YEARLING** and **BONNIE AND CLYDE**. We wish to re-rate **SOUNDER** down half a point and **PAPER MOON** up a half a point, taking into account these similarities.—Ed.

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"The Brandenburg Concerto," Bach: a mere masterpiece.

"Switched-on Bach," Walter Carlos: this pure Moog album is the best selling classical recording in history.

"Prelude to the Afternoon of a Faun," Claude Debussy: French impressionistic music.

"Also Sprach Zarathustra"

Strauss: this is the work from which the familiar "2001" theme comes.

"The Rite of Spring," Igor Stravinsky: among the audience reactions to this masterpiece at its premiere in 1913 were awe, shock, laughter, and disgust.

"Petrushka" and "Firebird," Stravinsky: two beautiful ballets.

"Greatest Hits, Volumes I and II," Bob Dylan: nothing need be said here.

Concert Review

Elton John Boogies, Uriah Heep Rocks

From the first beats of "Elderberry Wine" to the final chords of "Honky Tonk Women," Elton John filled the Murphy Athletic Center in Murfreesboro with boogie.

Several MBA students were spotted at the October 12 concert. All agreed that it was one of the best shows of the year.

John, whose real name is Reg Dwight, played to the packed house for some two and one-quarter hours. In that time, he performed all of his biggest hits from his previous albums and some new selections from his most recent album, *Goodbye Yellow Brick Road*.

The crowd demanded two encores: the first was "Saturday Night," and the second was "Honky Tonk Women."

The Sutherland Brothers and Quiner opened the night with a forty-five minute show.

* * *

Uriah Heep, an English rock group, appeared in concert at Nashville's Municipal Auditorium in September before a less than capacity crowd of about 8,000 fans. Uriah Heep opened with their hit

"Easy Livin'" and rocked on for almost two hours. The Heep played several of their new songs in addition to such past favorites as "Sweet Lorraine," "Gypsy," and "July Morning."

They ended with "Look at Yourself" but were called back by the screaming fans for a 15-minute encore featuring a rock-and-roll medley from the fifties.

Also appearing in the three and a half hour concert were Z. Z. Top and Lucky Buzzard.

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*Sportfolio***Momentum, Charisma, Mystique**

By Randy Bibb

With the ever-increasing influence of the Federal government in sports, such as the law lifting the blackout of professional football games and a rumored law forbidding other teams from beating the Redskins, it is a wonder that the government does not regulate the most intangible quality in sports.

This quality is momentum.

In recent years, this "momentum" has become as essential as having a good quarterback or a power-hitting centerfielder or a seven-foot center. Today momentum can spell the difference between a good team and a great team. It can even make a winner out of a loser.

The earliest account in the modern era of momentum as an influence came in the 1951 pennant race when the Giants came from way back in August to finally win the pennant.

More recently momentum has become as important a factor as there is. Examine a case in point. In 1968, just prior to the 1969 Super Bowl, it was evident that the Baltimore Colts were the superior team. But the American Football League entry, the New York Jets, began to gain momentum with the predictions of victory by their quarterback Joe Namath. Sure enough, by that day in January, the Jets were moving, they had momentum, and they defeated the Colts.

The "Amazing Mets" of 1969 are another prime example. The momentum of the New York fans augmented the momentum generated by the team itself. Together they helped the Mets to their first World Series and their first World Championship.

Last year a team long devoid of momentum, the Pittsburgh Steelers, were finally able to get it together. Of course the incredible running of Franco Harris had something to do with their recovery but the momentum of the team, the fans, and the city had a lot to do with their change of luck.

Closer to home (say, isn't that a Grand Funk tune), the Vanderbilt Commodores are beginning to generate momentum. It did not come all at once though. At the beginning of the football season the team was at a standstill. And, as usual, the first game diminished their momentum. But starting with the Virginia game, moving through the William and Mary game, and culminating with the Georgia game, the Commodores have apparently found that elusive quality momentum.

And, even at MBA, we have a form of momentum. True, optimism was at a low ebb after we were shellacked by Overton 22-7 in the opening contest of the year. But the seven straight victories that have followed have created the necessary momentum to carry us through the remaining two games.

Momentum within the team is important; however, it is not enough to carry a team to victory by itself. As in each of the cases described earlier, momentum must be shared by the fans of the team. This shared momentum is often labeled the team's "charisma."

Now "charisma" is an equally unknown quality, but no one would deny that the 1968 Jets, the "Amazing Mets," or the Steelers have it. But how can one say that the 1973 MBA football team has "charisma"? Truly none of us is turned on by the players as in the case of Joe Namath, nor do we have the long losing record of the Steelers. The football team's "charisma" must be caused by the ever-powerful mystique of MBA, the Big Red, and those curious pictures hanging on the wall in the gymnasium foyer.

This mystique is tradition.



Photo by Tim Cummings

Red Wins 7 Straight After Opening Defeat

By Jim Harbison

Following an opening loss to powerful Overton, MBA's varsity football team has regained its traditional form by recording seven consecutive wins.

Returning to the confines of Andrews field after a 22-7 loss at Overton, the Big Red bounced back to hand Hillsboro a 14-0 defeat. Despite the loss of nose man John Peterson to a knee injury, the defense, led by linebackers Hill Granberry and Larry Wicker, held Hillsboro scoreless as Denny Thompson tallied both touchdowns.

The Hillsboro victory gave the Big Red momentum, and MBA began to roll, as the offense, relying on the superb play of Scott Brittain and Todd Baker, and on the pass receptions of Dan Barge and Reed Trickett, erupted for four touchdowns to defeat Stratford 27-8. The following week, the Big Red defenders, sparked by Dan Hartmann and Raynor Collier, eliminated Pearl hopefuls of an upset as MBA scored a 14-0 victory.

The Big Red maintained its winning streak, as the explosive running of Joe Davis and Gerry Goertz, and the sure hands of Wade Cowan and John McClellan, the two stunning victories left MBA highlighted the 35-14 and 23-7 defeats of Antioch and Old Hickory. Returning for its last home game, the Big Red celebrated the seventeenth year of MBA football by defeating Hillwood 20-0. Before an enthusiastic homecoming crowd, the defense, led by Bill Leflyett and Don MacLeod, and the offense, headed by the experienced running of Warren Johnson and Wade Thornton, combined to record MBA's third shut-out and sixth straight win.

With two games remaining MBA is currently ranked fifth and seventh in the state, and is considered a contender for a post-season bowl. Under the direction of coaches Ridgway, Haury, Ivey, and Medlin, prospects for another outstanding season are bright.

Wells Leads Team**CC Power Arrives**

A new head coach, three seasoned veterans, and four newcomers to a grueling sport, all of these qualities add up to MBA's finest cross-country team ever fielded.

The Big Red, for the first time, is regarded as a solid power in the NIL and in the state.

New coach Michael Drake has assembled five runners capable of strong performances. Paced all year by sensational Scott Wells, the team ran up an overall 7-1 dual meet record highlighted by upset wins over East and McGavock. These two stunning victories left MBA in second place in the Western Division of the NIL.

The team so far this season has also participated in three invitational meets. At Oak Ridge, the team finished sixth in a drenching rain. The Lipscomb Invitational saw the Big Red finish sixth again out of 24 teams. The team placed fourth in the A. F. Bridges meet, led by Wells and John Schaffner, who both finished in the top fifteen out of 150 runners.

The cross-country team has a variety of runners this year. Veterans Joe Collier, Lee Thornton, and John Schaffner return from previous seasons. The big surprise has been the newcomers, led by Wells, Joe Amberg, Brian Friedman, and Harvey Kirkpatrick. Wells, at this moment, is the number three runner in the city.

With two meets to go, the team feels it has a good chance to compete in the State meet on November 3.

Chess News

The MBA Chess Club has elected its new officers for this year. Miller Batson was named president, Joel Koenig vice-president, and Steve Ellis secretary-treasurer.

Bruce Stearns was selected as the chairman of the club's Adjudicating Committee, which includes the officers and Johnny Moore, the club's statistician.

The club's first tournament this year was won by president Miller Batson and second place was captured by Mark Ishee. The MBA Chess Club plans to have a tournament every month and now holds practice sessions every week.

Joel Koenig and Bruce Stearns competed in the Tennessee Open last September. Koenig tied for third place in the novice division and took home \$6.25 in prize money. Stearns ranked well in the more competitive amateur division. Stearns also recently helped Nashville win its match against a powerful Memphis team.

**New Varsity Coaches Announced**

Left to right: Bill Duncan, John Billings, Tommy Webb

Three new teachers come to MBA and will coach major sports in their first year at the school.

Duncan, who attended Tennessee Tech and Belmont, taught at Glenciff last year. He is teaching the new psychology course at MBA.

Webb played soccer at Baylor during his high school days and for a brief time at North Carolina.

"We've scheduled ten games this season. I've tried to get a variety of opponents. Although most of our games are at home, we will play at McCallie, CMA, and Castle Heights. We are of course looking forward to the state championship."

"I don't know too much about the team, but we're small and that's an understatement," commented Duncan. "But we're aggressive,

we'll stick in there. We're going to knock some heads this year."

Mr. Tommy Webb takes over the guidance of the growing soccer program at MBA. Webb attended North Carolina before coming to MBA to teach mathematics.

Webb played soccer at Baylor during his high school days and for a brief time at North Carolina.

"We've scheduled ten games this season. I've tried to get a variety of opponents. Although most of our games are at home, we will play at McCallie, CMA, and Castle Heights. We are of course looking forward to the state championship."

He then added, "Since soccer is

a new sport, we want to generate student interest in it.

MBA welcomes its faculty Mr. John Billings, a '72 graduate of Sewanee. Mr. Billings, who teaches eighth grade math and Algebra I, also coaches freshman football and varsity wrestling.

Mr. Billings, however, is not new to the Hill. He attended MBA for four years before transferring to Choate in Connecticut in his junior year. His goals as a teacher and coach are to teach the intrigue and enjoyment of learning, and to foster in the student a competitive academic spirit, for he believes that any obstacle can be overcome by desire and hard work.

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